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ABSTRACT

The major objective of the Street Academy Program, funded under Title I of the 1965 Elementary Secondary Education Act, is to help students stay in schools, or to help dropouts return to school or enter the world of work prepared and motivated to adjust and achieve satisfactorily. The Academy services approximately 500 high school students who have dropped out or are about to drop out of Benjamin Franklin School and other high schools in the adjacent local areas. The age range is 16 to 21 years, and the grade range is nine to 12. The Academy also services approximately 300 out-of-school youths from neighboring parochial schools in the East Harlem community. The Academy services students who have been referred by high school guidance staff, student advisors, and social service agencies. Through an extension program, the student advisor services are also available to students at Benjamin Franklin High School. The services of the program fall into one of three categories: East Side Cluster Service, summer enrichment, and educational. The latter is divided into phases. Phase I is essentially oriented toward motivating dropouts who want to continue their education. Phase II is academically structured. The East Side Cluster Program provides assistance to potential dropouts by offering direct counseling when sought, tutorial assistance to students who seek such aid, a recreation program, and a personal counseling and employment service to dropouts. (Author/JM)

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FINAL REPORT

OF THE EVALUATION

OF THE

1971-72

BENJAMIN FRANKLIN URBAN LEAGUE STREET ACADEMY

Evaluation of a New York School District educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1971-72 school year.

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EXECUTIVE SUMMARY

BENJAMIN FRANKLIN URBAN LEAGUE STREET ACADEMY

The major objective of the Street Academy Program is to help students to stay in school or to help dropouts to return to school, or enter the world of work prepared and motivated to adjust and achieve satisfactorily.

The Street Academy itself is located in two offices, one at 2241 First Avenue and another nearby office on 116th Street. The offices serve as a general storefront location, in close proximity to Benjamin Franklin High School, for purposes of providing tutoring, counseling and some measures of social services to dropouts, disadvantaged, or socially handicapped youth of the neighborhood school.

The Academy services approximately 500 high school students who have dropped out or are about to drop out of Benjamin Franklin High School and other high schools in the adjacent local areas. The age range is 16-21 years, and the grade range is 9-12. The Academy also services approximately 300 out-of-school youths from neighboring parochial schools in the East Harlem community. The Academy services students who have been referred by the guidance staff of Benjamin Franklin High School or other high schools, from student advisors, and social service agencies. The Academy opens daily from 9:00 A.M. until 9:00 P.M., Monday through Friday. It is open twelve months a year.

Through an extension program of the Street Academy, the student advisor services are also available to students at Benjamin Franklin High School. Ten community liason workers from the Academy are presently working full time at Benjamin Franklin High School, mixing with the students, getting to know them informally and building up relationships and trust. In order to better help the students, each of the advisors has taken particular responsibility for one area as follows: (1) coordinator; (2) narcotics; (3) family affairs; (4) discipline; (5) employment; and (6) sports program.

The services of the Street Academy Program fall into one of three categories: East Side Cluster Service, summer enrichment, and educational. The latter, the educational, is divided into phases. Phase I is divided into two sections and is essentially oriented toward motivating dropouts to want to continue with their education and is referred to as the Street Academy. Phase I, for one person, may simply emphasize encouragement to stay off drugs long enough to read a book or participate in some program activity. The aim is to move students to Phase II.

Phase II* is academically structured. The instruction is designed to move students to further their academic attainments. The main morning courses offered are English, Reading, Mathematics, History and Spanish. Afternoon courses are Reading, Mathematics, English, Writing and History along with electives in Psychology, and Music. The level of instruction is on the high school level. In addition, counseling and cultural enrichment activities are provided.

* Phase II is referred to elsewhere as the Academy of Transition.

The East Side Cluster Program provides assistance to potential dropouts in Benjamin Franklin High School by offering direct counseling when sought, tutorial assistance to students who seek such aid, a recreation program in the Benjamin Franklin High School gym after hours, and a personal counseling and employment service to dropouts who are referred by school personnel, or who seek such aid.

Program Objectives

In order to help students to stay in school or to help dropouts to return to school or to become satisfactorily employed, the Academy seeks to provide, as necessary, assistance in:

1. Overcoming academic and vocational weaknesses through preparation and motivation for further education.

2. Helping students to overcome alienation when it occurs and to prevent its occurrence among those not alienated. Two types of alienation dealt with are: (a) identification of self with educational setting; and (b) indication of acceptance by school personnel.

3. Remediating below level academic skills.

4. Helping student to develop and act upon self-confident attitudes to benefit by further education.

5. Developing positive attitudes toward self, school, and society.

6. Helping dropouts to develop a mutual trust, communication and legitimate concern with their community of which the Academy Program and the educational institution is a part.

Objectives and Methods of Evaluation

The major evaluation objectives of this study focused on determining the current educational and employment status of those who were in the Academy during the previous 1970-71 school year and those who entered the Academy in this school year, 1971-72.

In addition, changes in academic skills levels in mathematics and English were assessed by pre and post tests over a seven to eight month period on Stanford Achievement Tests.

More limited objectives of this evaluation study were to make qualitative assessment of the extent to which students valued and identified with the Academy and education in general and their self-confidence in being able to learn. Main sources of information were questionnaire and interview data.

Methods of evaluation included: (1) data collected from interviews with parents, community persons, school and Academy Staff, and students; (2) school and employee records data on vocational and academic status; (3) questionnaire data assessing student attitudes and views; and (4) descriptive statistics used to characterize the populations of students who entered the program during the 1970-71 and 1971-72 school years.

Summary of Major Findings and Conclusions

1. The program was achieving its objectives of helping dropouts to return to school or become satisfactorily employed.

   a. Eighty-four percent of the 56 sample students who were in the Street Academy the previous school year (as of May 1971) and on whom data were available were still in school or satisfactorily employed as of May 1972. Seven had gone on to college or advanced vocational training (e.g. Iowa State University and nursing school), eleven had returned to prep or high schools, eight were still in the Academy, five were housewives, six were in the Armed Forces and ten were working full time. If 29 students who had moved with no forwarding addresses are counted against the program, a very conservative test, indeed, then the program has a 56% success rate which is not significantly different than program objectives (90% confidence level).

   b. Of 136 students recorded as on the rolls of the Street Academy during the 1971-72 school year (as of April 1972) and on whom data were available, 105 (77%) were still in school or employed full time. Ninety-six of the 105 were still in the Academy, two had returned to high school and three were in college adapter programs. Two were employed full time, one was in the Armed Forces and one was a housewife. One was unemployed and looking for work, two were noted to be pregnant and not married, one was on drugs and not working, and one was in a drug rehabilitation program. There were 26 who were discharged from the program rolls for reasons of not showing up at the Academy or excessive absences. Two left the Academy due to serious illness. There were ten on whom no information on current status could be obtained. If all these are included as against the program, which is a very conservative test, then the program has a 72% success rate which is not significantly different than program objectives (95% confidence level).

2. The Academy was achieving its objectives in the teaching of English skills. Much less success was noted in the teaching of mathematics. Students in the Academy who received academic instruction for seven months showed an average gain in English on Stanford Achievement Tests of seven months. In mathematics, however, these same students gained only four months during the seven month period.

3. The Academy was reducing the alienation of students from school. The students in the Academy were by Spring 1972, overwhelmingly positive (over 80%) in their attitudes toward the Academy and the value of education. The observations and conclusions of consultant specialists and evaluation staff from TLRC were in agreement with this finding.

4. The Academy is producing a sense of self-confidence in most students concerning their abilities to benefit from education and a feeling of trust and identification with their communities. These qualitative assessments were made on the basis of results reported under findings 1 through 3 above and on-site observations of evaluation staff and consultants.

5. The facilities of the Academy are in very poor repair and seriously impair the program. (See Appendix I for a more specific statement on the inadequacies of the facilities.)

6. The average cost per student to the N.Y. Public Schools is $725.00.
7. The Street Academy is being conducted according to plan as set forth in funding proposals.

Reommendations

The following are the recommedations of the TLRC evaluation staff:

1. Every effort should be made to assure that Academy requests and needs for additional space in a non-business area are granted.

2. Staff salaries at the Academy seem to be very low. Consideration should be given by funding agencies to raising salaries so as to assure the retention of an experienced and competent staff.

3. For 1972-73, the Academy needs approximately $2,500.00 for textbooks, $1,000.00 for instructional supplies, and $700.00 for travel expenses for school neighborhood workers. There is a very serious shortage of textbooks and instructional supplies.

4. A part time clerk should be added to the administrative staff. The evaluation staff was impressed with the amount of clerical work demanded of and accomplished by the Academy personnel. Even so, important clerical work, such as recording test information, typing letters to employers, etc., often had to be deferred because of lack of help.

5. The school Academy staff should continue to develop many of their materials and experiment with new ways of teaching. In particular, the evaluation staff was impressed with the changes which were being attempted in mathematics instruction. Experimentation is in order to overcome the low achievement gains of students in mathematics.

In summary, it is recommended that the Benjamin Franklin Street Academy should be expanded and continued. The Academy has demonstrated itself to be of considerable value to a large number of individuals, without which their life chances would indeed be poor. The Academy deserves to be continued.

CHAPTER I

BENJAMIN FRANKLIN URBAN LEAGUE STREET ACADEMY

The principal aim of the Benjamin Franklin Street Academy Urban League is to help students to stay in school or to help dropouts to return to school, or enter the world of work prepared and motivated to adjust and achieve satisfactorily.

The Benjamin Franklin Street Academy was first organized in 1968.* This program was funded and coordinated by three main agencies working in close cooperation with various community groups within its district area. The central funding came from the New York City Board of Education. Subsequent funding in all aspects other than educational materials and salaries came from independent community corporations, such as the First National City Bank, and a community agency, the Urban League, which also served in an administrative advisory capacity.

The Street Academy itself is located in two offices, one at 2241 First Avenue, and another nearby office on 116th Street. The offices serve as a general storefront location, in close proximity to Benjamin Franklin High School, for purposes of providing tutoring, counseling and some measures of social services to dropout, disadvantaged, or socially handicapped youth of the neighborhood school.

Through an extension program of the Street Academy, the student advisers' services are also available to students at Benjamin Franklin High School. Twelve community liaison workers from the Academy are presently working full-time at Franklin, mixing with the students, getting to know them informally and building up relationships and trust. In order to better help the students, each of the advisers has taken particular responsibility for one area as follows: (1) coordinator, (2) narcotics, (3) family affairs, (4) discipline, (5) employment, and (6) sports program.

Past Attainments

From findings reported in past evaluation studies, it is apparent that the Street Academy by June 1971, was accomplishing a number of its goals. The following summarizes the major findings of the 1970-71 school year evaluation:**

> "Approximately 80% of those who entered the Street Academy during the fall and early winter of 1969-70 school year are currently in school or employed. Given the limited

* For a discussion of origin of the Street Academies in New York City see Guerriero, Michael; The Benjamin Franklin High School Urban League Street Academies Program. Evaluation of ESEA Title I Projects in N.Y.C., 1967-68. New York: Center for Urban Education, Educational Research Committee, Dec. 1968. (Available from ERIC, document # ED 034000).

** Final Report Benjamin Franklin High School Street Academy, BE Function No. 910643, New York: Teaching & Learning Research Corp., Aug. 1971, p. v.

resources of the Academy and the fact that the Academy works with high risk dropouts, many with serious drug problems in poor urban conditions with high levels of unemployment, this is considered a success story. Over 46% of the former students are still in school and over 34% are working.

About 90% of all who entered the Academy during the 1970-71 school year were in school as of June 1971 or employed. This is judged to be a successful rate given the high risks commonly associated with working with dropouts in urban poverty areas.

Students as a group in the Academy from February to June 1971 made little if any progress in developing mathematical problem solving skills and fell back in arithmetic comprehension. On the other hand, the students showed outstanding gains of over 2 to 3 months in language development growth for each month under study.

The image of the Academy, held by the staff at Benjamin Franklin High School, local neighborhood businessmen, parents and academic staff tends to be very favorable. The students at the Academy tend to indicate that they place high value on being in the Academy and highly accepted by Academy staff, i.e., little student alienation from the Academy was noted.

Except for alleviating the poor plant conditions, the major recommendations of 1970 were carried out in 1970-71. Much better working relations are present between the Academy and high school."

Recommendations of Previous Year's Evaluation Study (1970-71 school year)

1. The physical facilities were found to be in very poor condition. More space was needed. Classes, counseling and administrative activities were interrupting each other. Literally people were in each others way.

2. Additional teaching supplies and additional travel allocations for liaison workers were recommended.

3. Students should be given high school credit for comparable work completed at the academy.

4. Different methods of teaching mathematics should be explored. Mathematics was the only area where achievement gains were behind age development.

5. A half-time person should be added for administrative-record keeping assistance.

6. The program services should be expanded to allow more dropouts entry into the program.

Staff and Services: 1971-72

The Academy is staffed by one teacher coordinator (BFHS) to oversee the academic administration of the program, and five additional teachers who provide instruction and related activities. Nine student advisors are available to counsel, instruct, and offer remedial services to the pupils.

The Academy services approximately 500 high school students who have dropped out or are about to drop out of BFHS and other high schools in the adjacent local areas. The age range is 16-21 years, and the grade range is 9-12. The Academy also services approximately 300 out-of-school youths from neighboring parochial schools in the East Harlem community. The Academy services students who have been referred by the guidance staff of BFHS or other high schools, from student advisors, and social service agencies. The Academy opens daily from 9:00 A.M. until 9:00 P.M., Monday through Friday. It is open twelve months a year.

Organization

In an attempt to fulfill its objectives, the Benjamin Franklin Street Academy is organized into 3 parts, The Street Academy, the Street Academy Extension in BFHS, and the East Side Cluster.

1. The Street Academy - offering academic services to those adolescents who aspire to continue further education, together with the Academy of Transition, which provides Street Academy graduates with further preparatory work where appropriate.

Teachers instruct six subjects: a) English, b) Reading, c) Mathematics, d) Social Sciences, e) Spanish, f) Chemistry. In addition, counseling and cultural enrichment activities are provided. The level of instruction is on the high school level and is designed to move students to further academic attainments such as those offered by Benjamin Franklin High School, and parochial and private high schools in the area.

The main morning courses offered are English, Reading, Mathematics, History and Spanish. Afternoon courses are Reading, Mathematics, English, Writing and History along with electives in Psychology, and Music.

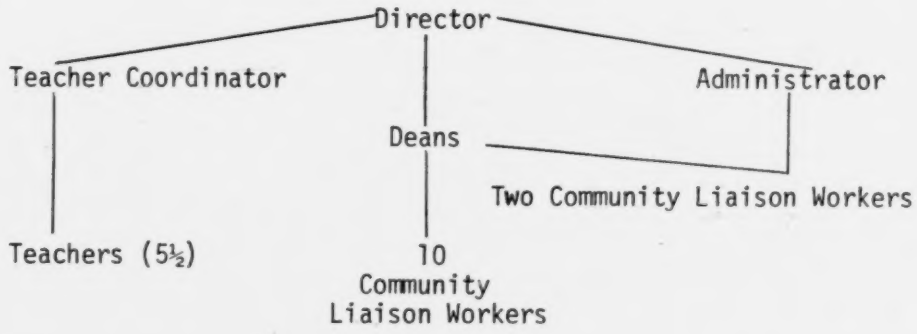
The ratios of pupils per teacher as of February 1, 1972 were as follows:

Ten to one: 1 class
Eleven to one: 6 classes
Thirteen to one: 4 classes
Fourteen to one: 7 classes
Fifteen to one: 1 class
Sixteen to one: 1 class
Nineteen to one: 1 class

Based on September 28, 1971 school records, the average pupil-professional staff ratio, not including street workers, was six to one, the average pupil-administrator ratio was twenty-two to one. Student enrollment as of January 18, 1972 was 87.

For the 1971-72 school year the staff included; the director, an administrative assistant, five teachers, nine neighborhood street workers, one teacher coordinator with the high school, one clerical person and one consultant.

The organization or the Benjamin Franklin Urban League Street Academy was determined to be as follows:



2. The East Side Cluster-which provides general services to diversified youngsters of the community.

This branch of the East Side Street Academy works in conjunction with the Street Academy, but while the Street Academy caters to those students who need further studies, the Cluster service strives to offer diversified community service to adolescents of the neighborhood who consist of varied ages and academic status. The East Side Cluster Program begins daily at 3:00 P.M. and is open until 9:00 P.M. Usually, the young age groups come in the early evening, followed later by the high school students.

Activities of the Cluster service include tutoring, counseling, and many other informal rehabilitation activities on personal, social, and miscellaneous problem areas. Furthermore, the Cluster service participants share with those of the Street Academy in joint activities such as the Gym Program and Cultural Enrichment Programs. The Academy is also involved in camp placement, private school and college placement, and job placement. These services are handled mainly through the Urban League.

3. BFSA Extension at Benjamin Franklin H.S. - Places Street Academy guidance personnel in Benjamin Franklin High School who perform the following duties:

* Organization chart reflects N.Y.C. Bd. of Ed. and N.Y. Urban League personnel.

a. Assist the school's staff working in the Dean's Office.

b. Assist the school's staff working in the attendance office.

c. Counsel students at B.F.H.S. who seek their help or who are referred to them by staff within the school.

d. Aid in the security operations that exist at B.F.H.S.

e. Handle the initial processing of students who have been referred to the Street Academy as a positive alternative.

f. Refer students to programs at B.F.H.S. that it is felt would best serve the students' needs.

g. Perform follow-up activities on those students who have returned to B.F.H.S. from the Street Academy.

h. Participate on the B.F.H.S. Advisory Council.

i. Counsel students suspected of, or known to be using drugs.

j. Participate in all after-school activities.

PROGRAM OBJECTIVES

The major mission of the Academy program is to help drop-outs to return to school or to enter the world of work prepared and motivated to adjust and achieve satisfactorily.

In order to achieve this general mission, the Academy is to provide, as necessary, assistance to dropouts in:

a) Overcoming academic and vocational weaknesses, through preparation and motivation for further education.

b) Helping students to overcome alienation when it occurs and to prevent its occurance among those not alienated. Three types of alienation to be dealt with are: 1) alienation from self and others, 2) identification of self with educational setting, 3) indication of acceptance by school personnel.

c) Remediating below level academic skills.

d) Helping students to develop and act upon self-confident attitudes to benefit by further education.

e) Developing positive attitudes toward self, school and society.

f) Helping dropouts to develop a mutual trust, communication and legitimate concern with their community of which the Academy's Program and the educational institution is a part.

CHAPTER II

EVALUATION OBJECTIVES AND PROCEDURES

The following evaluation objectives guiding this study were drawn from the formal goals of the Benjamin Franklin Street Academy as set forth in the official proposal for the Academy:

Major Objectives

A. To determine the proportions of students who, during the 1971-72 school year:

1. Entered but did not graduate from the Academy's Program, and are a) not in another school program, or b) not satisfactorily employed according to Academy staff standards (where possible the exact type or work, if any, will be reported along with judgement);

2. Entered but did not graduate from the Academy's Program, but are a) in another school, b) in fulltime satisfactory employment (again, exact employment will be reported), or c) in a combination of work and school role.

3. Entered and graduated from the Academy's Program, but are a) currently in a school, b) satisfactorily employed, or c) currently combining part-time school and part-time employment.

By determining the proportions of students in each of the above categories we will have an exact description of the amount of success in returning students to school programs. Perhaps we will be only able to provide an estimate of employment success as so much depends upon the ability to "track down" students who have left their neighborhoods, etc. The program will be considered successful if 65% of the persons in the program during 1970-71, and 75% of the students in the academy during 1971-72 are in school or satisfactorily employed as of February and May 1972, respectively. However, if regular employment occurs, the research staff will contact employers to be assured of employment status, and as is the case this year, all students may by hired by the Neighborhood Youth Corps.

B. To determine the extent to which dropouts who are tutored and who have completed three or more months in the Academy's Program have reduced disparities in their achievement levels on language skills and mathematics. Standardized achievement tests will be used as criterion measures (Stanford Achievement Tests). While it is not anticipated that academic deficiencies will be totally removed in such a short time, a reduction in the disparity may appear if program goals are being met. In regard to success in language and arithmetic it is expected that 60% of the students increase 1.0 grade equivalents in a year or their post-test scores over pre-post test periods of seven months should show 0.7 grade gains.

C. To determine the extent to which alienation is characteristic among those who have been in the program three or more months. For persons who leave prior to Academy's Program graduation, do not return to school, and who have been in the program only a short time, there is no reason on the basis of the research literature to expect the Academy's Program to have affected alienation.

Therefore, such students will not be included in this analysis. Data from last year's analysis provided a basis for scale construction to be used in a pre-post study of effects on alienation. (The alienation scales are on file with the Bureau of Educational Research.) The program will be considered a success in this regard if 80% of the students do not indicate alienation as measured by the attached scales.

D. To determine the extent to which students who participate in the Academy's Program for three or more months behaviorally illustrate self-confidence to achieve in school settings by initiating and applying for more advanced educational opportunities. If 65% or more of the students who enter the Street Academy in the Fall, 1971 are in school as of May, 1972, the program will be regarded as a success in creating self-confidence in school skills.

It should be noted that often self-confidence is assessed through attitudinal surveys. In this case it is proposed, due to the inability to obtain a control group, difficulties in developing a reliable and valid instrument for drop-outs, and the lack of normative data on drop-outs appropriate to this problem, that interviews conducted in casual on-site visitation be used to elicit responses which can be reported for their heuristic worth, and which will provide basic data for further measurement.

E. The behavioral manifestation of the drop-out's trust and hope in Academy resources will be reflected in the extent to which drop-outs in the neighborhood, not officially sent, come to the Program seeking assistance. In addition to such hard behavioral criteria, on-site interviews were conducted with parents, community persons, and teachers and administrators in the neighborhood schools.

Aspects of the Evaluation

A. Subjects

1. Drop-outs in Academy's Program - A probability sample of 20 was drawn of students in the Academy's Program who were tutored in academic subjects for 7 months as of June, 1972. Stanford Achievement Tests were administered in English and Mathematics.

2. In addition to the sample above, the school and employment status of all drop-outs who were in the Academy as of May 1971 and who entered the Academy's Program during 1971-72 were determined in accord with Evaluation Objectives A and D.

3. In addition, the staff at the Academy, Benjamin Franklin High School staff, community persons, and drop-outs were interviewed for their awareness and beliefs about the program.

4. Standardized achievement tests (Stanford Achievement Tests) were given as pre and post measures. Comparisons were made with national norm group.

5. Forty-two students, present at one testing time or in one follow-up were administered alienation scale.

6. Twenty-two on site visits were made by Teaching and Learning Research Corporation evaluation staff and consultants. Open-ended interviews were conducted, asking for perceived weaknesses, strengths and recommendations, of the director, administrative director, the teaching staff of the academy, four street workers, five nearby businessmen, the principal, two counselors at Benjamin Franklin High School and fifteen parents at an open house. In addition, the Academy staff continually made their records available to us by mail and phone. The evaluation staff was instructed that the open-ended interviews were guides for their summation purposes so that reports to TLRC would include both needs and weaknesses of the program.

B. Major Variables and Criteria

Variable	Manner of Assessment
1. School and Employment Status (e.g., ill, not in school, dropout, full-time student, part-time student, etc.)	1. School records and interviews with school personnel, parents and community persons.
2. Achievement in English Math	2. Stanford Achievement Tests.
3. Alienation scales.	3. Questionnaire Data--see Appendix B and Appendix C.
4. Acting upon self-confidence to benefit from further education.	4. Drop-out takes action to continue education.
5. Images of trust, communication and concern for Academic Programs held by students, parents, educators and community leaders.	5. Unstructured interview with community persons, students, parents, staff and 22 on-site visits.
6. Costs per student.	6. School records.

CHAPTER III

FINDINGS

A. Follow-up: School and Employment Status

The data in Table 1 indicates that of the students in the Academy during the last phase of the 1970-71 school year on whom data were available, 84% were still in school or satisfactorily employed. Seven had gone for schooling beyond high school: Iowa State University (3); Frazier College (1); nursing school (1); community college (1); and advanced vocational training (1). However, there were 29 students who had moved and their current addresses or status could not be attained. If all 29 should happen to be unemployed then 56% of the former students are in accord with program objectives. However, if one wishes to count all 29 unknown cases who have moved with no forwarding addresses against the program, 56% is still not significantly different from 65% at the 90% confidence level (t test, differences in proportions).

Table 1

1972 Status of 1970-71 Academy Students

Status Spring 1972	N
A. Working or in school	
Still in School Street Academy	8
City prep school or high school	11
School records/transferred out of state	2
College/advanced training	7
Working	10
Armed forces	6
Housewife	5
	49*
B. Not employed	
Unemployed	6
In jail	1
In Drug Program	2
	9
Total, Information Available	58
C. Information Unavailable	29
Total	87
D. Excluded from Analyses	
Deceased	1

* 84% of former students on whom data is available, 56% of all former students in study, including one deceased and 29% with no forwarding addresses.

The findings in Table 2 show that approximately 94% (N = 105/110) of those referred to and not excluded by the academy on whom data is available are still in school as of April, 1972, or were working. Twenty-six persons referred to the academy never showed up or attended only 1 to 4 days and were excluded. If those 26 students had attended the program perhaps the successes record of the program would have been even better. While one usually does not evaluate a school's affects on those who never attend, if one does include all 26 who were excluded, the program still shows a 77% (105/136) success rate. Further, if one assumes that everyone of the 10 persons who had moved with no forwarding addresses were unemployed and not in any school then the success rate is still 72% (N = 105/146) which is not significantly different at the 95% confidence level (t test of difference in proportions) from the program ideal objective of 75%.

Table 2

Status of 1971-72 Students Referred to Academy in Fall

Current Status 4/10/72	N
A. Still in School or Working	
Street Academy	96
Returned to high school	2
College Adapter Program	3
Employed	2
Armed Forces	1
Housewife	1
	105*
B. Not Employed	
Unemployed, looking for work	1
Pregnant, not married	2
On drugs, not working	1
In drug rehabilitation program	1
	5
C. Referred to Academy, never attended, or initial attendance so poor excluded from school in first few days. All unemployed	26
Total; information available:	136
D. Information Unavailable, moved and no forwarding addresses	10

* 94% of those not excluded and on whom data available; 77% if excluded are included; and 72% of all including those on whom data is unavailable.

B. Gains in Academic Achievement

The findings reported in Table 3 indicate that of students in the program for seven months, there was an average increase on Stanford Achievement Tests of seven months. The students maintained a pace in English achievement comparable to national norms. The proportion who gained seven months was 55% which was not sifnificantly different than program objective of 60% (95% confidence level, t test).

In mathematics, however, the students failed to match the level of gain they achieved in English. In mathematics the students gained, on the average, 4.2 months during the seven month period; a loss of 2.8 months. Only 37% attained program objectives.

In summary, the Academy appears to be doing better in the teaching of English skills than it is in the teaching of mathematics. However, as will be further developed in a later section, the Academy staff were aware of their difficulties in this area and were experimenting with new modes of motivation and instruction.

Table 3

Increase Over Seven Months in English and Mathematics Achievement

Subject	English Pre-Test	English Post Test	English Yr. & Mo. Change	Mathematics Pre-Test	Mathematics Post Test	Mathematics Yr. & Mo. Change
1	6.2	6.2	0.0	5.6	5.8	.2
2	3.4	3.5	.1	4.8	5.2	.4
3	5.5	5.9	.4	5.2	5.9	.7***
4	7.4	9.1	1.7**	6.0	5.6	.4
5	5.5	7.5	2.0**	4.0	4.8	.8***
6	10.3	10.3	0.0	7.5	8.5	1.0***
7	5.1	6.5	1.4**	*	*	*
8	4.3	6.2	1.9**	5.2	5.4	.2
9	7.9	8.6	1.0**	4.8	7.1	2.3***
10	5.9	6.8	.9**	5.4	5.0	-.4
11	3.9	5.3	1.4**	5.8	5.4	-.4
12	6.7	6.6	-.1	3.5	5.0	1.5***
13	5.8	7.3	1.5**	4.8	5.6	.8***
14	10.0	10.7	.7**	12.1	11.5	-.6
15	6.7	7.4	.7**	4.6	4.8	.2
16	6.8	6.8	0.0	7.2	7.8	.6
17	4.3	5.6	1.3**	6.0	6.4	.4
18	7.0	6.7	-.3	6.1	5.2	-.9
19	10.6	10.8	.2	6.7	7.3	.3
20	5.5	4.2	-1.3	3.8	5.1	1.3***
X =	6 yr. 4 mo.	7 yr. 1 mo.	7 mo.	5 yr. 8 mo.	6 yr. 2 mo.	4.2 mo.

* Data Unavailable
** = 55% increased 7 or more months
***= 37% increased 7 or more months

C. Reducation of Alienation

The findings reported in Table 4 indicate that the students in the Street Academy are overwhelmingly positive in their attitudes toward their school. Such findings on students who had initially dropped out of school or were referred to the Academy because of problems in attending school is not in accord with the idea that these students are currently alienated from school. Forty-two students were administered scales. These students were all those who were present on testing days & 2 follow-up visits.

Observations by consultants and evaluation specialists of TLRC who visited the Academy further supports the conclusion that the Academy is helping students to acquire very positive feelings about school. Perhaps this explains the successful long term results reported above on the current school and employment status of last year's students in the Academy.

In summary, it is concluded that the criteria of having 80% or more of Academy students indicate a lack of alienation toward school has been attained by the Street Academy.

Table 4

Attitudes Toward School

	Agree	?	Disagree
1. Most of my teachers and higher ups are friendly to me.	90%	7%	2%
2. My teachers really try to get the students ideas about things.	88	5	5
3. My teachers have always been fair in their dealings with me.	79	9	7
4. The teachers are really trying to build the school and make it successful.	84	7	2
5. My teachers give us credit and praise for work well done.	84	2	12
6. My teachers are always breathing down our necks; they watch us too closely.	9	5	79
7. My teachers are too interested in their own success to care about the needs of students.	5	14	80
8. I can learn a great deal at my school.	95	2	2
9. I really feel a part of this school.	81	9	5
10. The longer you go to this school the more you feel that you belong.	79	12	9

N=42
Average of 84%, all questions, indicated positive attitudes toward school.

D. Self-Confidence in Ability to Continue Education

Since no self-concept scales had been developed for use with dropouts, it was previously decided that if 65% or more of the students who entered the Academy in the Fall were still in school the following May then this would be a behavioral index illustrating self-confidence to achieve in a school setting. As can be seen in Table 2, 72% remained in school which is beyond the 65% criteria set in the funding proposals. Hence, it is concluded that the Street Academy is helping students to attain the self-confidence to apply for continued educational opportunities. The results of the follow-up of last year's students was also supportive of Academy students--who were former dropouts---having the self-confidence to continue their educations.

The following brief statement by a consultant who visited the Program also supports the view that the Academy fosters positive self-concept development.

> "... the Academy staff subscribes to the notion that the student's feelings about himself are important elements contributing to the student's ability to realize his potential both in the school environment and in the larger society. Promotion of pride in one's social and personal identities are seen as important objectives of the Academy. Self-awareness and interpersonal skills are also important guidelines of the program. Within the context of this philosophy a curriculum evolved with a variety of resources which are utilized in defining actualizing goals relevant to the lives of the students enrolled in the Academy. Frequent "rap" seesions are held to provide students with an understanding of: (1) the way things are, (2) the way things can be, and (3) the learner's ability to affect meaningful change in his life and the lives of others."

In summary, the objective of helping students to develop and act upon attitudes of self-confidence was achieved through the combined efforts of teachers and counselors, often with the aid of parents and peers who worked with students individually and in groups. In addition, as the students completed their work at the Academy they were encouraged and helped to enter other programs for the full realization of their potential, e.g. some were assisted in entering Operation Second Chance, prep school, SEEK, etc.

E. Trust, Communication and Concern with Community

The assessment of the extent to which the Street Academy helps dropouts to develop a mutual trust, communication and legitimate concern with their community of which the Academy Program and the educational institutions are a part was accomplished through on-site visits by the evaluation staff and consultants. The following statement of a consultant is in accord with the views of each of the other consultants and the TLRC evaluation staff.

> "... The staff has put forth a special effort to reinforce the development of consciousness and concern for the community of the students. The students are made cognizant of the need within their community for a balanced range of skilled, communicative and technical personnel. The expressed goal is to reorient the students in ways which allow them to make lasting positive creative relationships between themselves and their community. Through interpretation of the past, and evaluation of the present, the students have learned that education has great influence upon the consciousness of a people."

> "... The Academy has proved to be a refuge for those students who felt alienated or isolated in the traditional school setting. The success can be attributed to the following ways in which intrinsic relevance was achieved:
>
> 1. Teachers developed skill in using techniques geared specifically to the student's learning style.
> 2. Materials that related to the student's know edge of his physical realm of experience were used to engage his interest.
> 3. Opportunities for students to deal with fundamental questions of identity were encouraged by teachers and counselors."

F. Previous Evaluation Recommendations and Outcomes

A number of recommendations were offered at the end of the 1970-71 school year as a result of that year's evaluation study. Part of this year's evaluation involved an assessment of the extent to which the Street Academy was moving to carry out last year's recommendations. The following are statements of the Academy administration which were prepared on request:

1. "Poor physical conditions of present facility--2241 First Avenue": We are presently negotiating with the New York Urban League for additional monies to be used for extensive repairs and renovations in our present

facility. In addition, the landlord of the premise-2241 First Ave. has agreed to do repairs on the floors and ceiling. Also with the possible acquisition of a new site for the fall (see sentence 2) it is hoped that we can free our present site for in-service training for counselors, counseling and college placement.

2. "Relocation site in a non-commercial area": A promising new facility has been found at 331 East 115th Street between First and Second Avenues. The owner of the facility is receptive to the proposed use of the property. The new facility is also in close proximity to Benjamin Franklin High School and located in non-commercial surroundings. With the assistance of First National City Bank's Real Estate Department, an official appraisal of the premises has been made. It was found that with the proper renovations, the facility would be acceptable as a school. It is hoped that with the Board of Education Title I funding, the leasing of this new facility could be realized.

3. "Additional funds needed for teaching supplies and books": We have requested additional funds from the Board of Education in our 1972-73 budget in the following areas; Textbooks - $2,500 ($900 in 1971-72 budget) and $900 for General Instruction Supplies which was $700 in the 1971-72 budget. We will continue to rely on the "ingenuity" of our teachers when supplies and resources are not available. We hope to introduce a science course and laboratory into our curriculum this fall. Presently we have a science instructor from Benjamin Franklin High School who teaches a chemistry course to Group V (one hour course) once a week (Wednesday). We were unable to extend this course to the other sections because of the science teacher's full-time position at Benjamin Franklin. We hope to alleviate this problem by requesting a full-time science line from the Urban League or the Board of Education for the fall.

4. "Increase travel allocation for School Neighborhood Workers": We have requested in the 1972-73 Board of Education budget a $267 increase in travel expenses for School Neighborhood Workers, the total allocation would be $627 as opposed to $360 in last year's budget.

5. "The program should continue with its extended services. No change in the structure of this program is recommended at this time": We have tentatively instituted an in-service-training program for School Neighborhood Workers

to enhance and strengthen their role as counselors, as well as train them in the techniques and methodology necessary for this supportive unit. The guidance program aims to up-grade the Neighborhood School Workers through an in-service training program so that they can move toward greater professional competency as well as greater effectiveness for the present and future. The program will last for ten weeks. Sessions are held twice weekly, each lasts for one-and-a-half hours. The staff at Benjamin Franklin High School that have been instrumental in the success of this program are the Principal, Mr. Melvin Taylor, who made his staff available to the Academy, and Miss Shirley Ford and Mr. Leonard Topp, who have given instructions in the following areas: What is counseling, various types of counseling, and referral services and activities. Mr. Leonard Topp has given instructions on: The role of the psychologist in counseling, theories of child and adolescent development; and the validity of testing and measurement. As an adjunct to the formal instruction given to the Academy staff, one hour weekly is spent in a seminar discussion group. In terms of projecting the design of the guidance program for the 1972-73 year, it is planned that the in-service training program will continue. It is hoped that college credit will be granted to those who are enrolled in the training program. Channels are presently being explored for the accreditation of this course at nearby colleges and universities.

6. "Hiring of a part-time clerk to assist the administrative assistant": We have requested in the 1972-73 budget the hiring of an assistant clerk who will handle the typing, filing, and general office recordkeeping operations of the Street Academy.

7. "It is recommended that different methods of teaching mathematics be considered": The following program has been devised for the academic year 1972-73. The structure of the program will be divided into two parts, the first focus on basic arithmetical skills, the second, on the higher forms of mathematics. Both segments of this program will be carried on in a laboratory setting, with all equipment and materials being located there. It is felt that because of the differing mathematical backgrounds of the students, individualization is a must, and a laboratory environment would best serve this purpose. The learning experiences that will occur in the laboratory will primarily be based upon capitalizing on what the students know, and then moving them from that point to the limits of their abilities. The target population for the initial

part of the mathematics program will be those groups whose students have math scores ranging from below 5.0 to 7.0. It is during this phase of the program that building basic mathematical skills and concepts will occur. It has been concluded that many students "turn off" to math because, as they have verbalized, "it is boring". It was felt that in order for students to overcome this negative attitude toward acquiring these skills, math games will be used encompassing the skills and concepts to be developed. The games are designed to interest, to challenge, to stimulate to follow through to completion, and to build self-confidence in students who often do not possess these qualities. The advantages of this approach to mathematics, is that, in terms of strategy, it forces students to ask and answer questions they impose upon themselves; it lends itself to individualization because students proceed at their own rate; it allows for the creativity of thought by forcing students to develop a number of alternatives for successful completion of the games, as well as discovering new ways of accomplishing the task. All of these skills that are necessary in attacking and successfully completing these tasks are transferrable to problems that students would encounter in math. An essential part of the program is the integration of the mathematical games and the mathematics curriculum. Upon the successful mastery of the first phases of the math program, students in those groups who have math scores ranging from 7.0 to 12.0+ will then proceed to the second phase. The latter phase aims to consolidate the Algebra and Geometry curricula, (i.e., to focus on the mathematical point of view as to a system of thinking). For example, the teaching of co-ordinate geometry may encompass graphs, equation of lines, systems of equation, etc., as aids to the communication of the body of geometric knowledge. Because of the emphasis on "mathematical system", the approach is basically one of stressing fundamentals, the axioms and basic properties of a mathematical system in general. Philosophically, the intent is to develop a broader view in working with principles as to "the why" of what happens, rather than solely developing methods of the "how". Hopefully the techniques will be learned in conjunction with those principles that justify the method. This segment of the math program also will be conducted in a laboratory type setting to allow for individualization of learning. The continuation of the games theory approach will be used to vary and augment the mathematical experience, employing a vigorous approach to the subject matter, (i.e., good, solid mathematics). It is hoped that the students who complete this program will have gained basic mathematical skills, a perspective of experiencing mathematics as a human activity, created by man and engaged in by man. The natural questions of "how much", "how many", etc., will

culminate in problem solving, for example, the verbal problems in both Algebra and Geometry. The major experience of human communication in a non-verbal language is the essence of this experimental program.

8. "Obtaining full high school credit for courses": All Street Academy courses for all sections (5) are now receiving high school credit through Benjamin Franklin High School, since September of 1971.

The observations of consultants to this study and three evaluation specialists of TLRC who visited the Academy and who examined school records confirm that the above statements are valid. The evaluation staff of TLRC believe that the Street Academy personnel have made special effort to accomplish all of last year's recommendations.

G. Costs and Implementation of Program

Costs

1. The ratio of cost to the New York City Public Schools per student (N = 182) served in the Street Academy for the 1971-72 school year according to Street Academy records, is as follows:

Staff Costs	
Teacher Coordinator & teachers	$68,000.00*
Street Workers (counselors)	62,475.00
Added Costs (books, supplies, misc.)	1,850.00
	$132,325.00
Total average cost per student	$725.00

2. The ratio of cost to the New York City Public Schools for counseling services provided in Benjamin Franklin High School to 2160 students, according to Street Academy records, is as follows:

Staff Counselors	$16,850.00*
Average cost per student	$7.50

* Director's salary included since he functioned as teacher coordinator and as a counselor.

3. The New York City Public Schools budgeted a total of $228,319.00 to run both the Street Academy and a counseling program at Benjamin Franklin High School for the school year. However, only $149,175.00 was spent because of a time lag in which staff could not be employed.

H. Implementation of Program

On the basis of the above reported findings, reviews of records and nine on-site visits by three evaluation consultants and three evaluation specialists from TLRC, it has been found that the Benjamin Franklin Street Academy Program for the 1971-72 school year functioned as planned in funding proposals.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

On the basis of the previously cited findings, reviews of school records, on-site visits by three consultants and three evaluation specialists of TLRC, it is concluded that the Benjamin Franklin Street Academy has achieved every one of its major objectives except for its goals in mathematics. In terms of helping students for whom life chances are otherwise very poor, the Academy Program is associated with the following results:

1. Over 80% of last year's students are still in school or successfully employed.

2. Approximately 75% of all students who entered the Academy in 1971-72 were still in school as of April 10, 1972.

3. The Academy students tended to gain seven months in a seven to eight month period in English. However, the Academy students only gained four months in a seven to eight month period in mathematics.

4. As a group, the Academy students were not alienated from education. They exhibited self-confidence in their academic skills by continuing their schooling. Approximately 85% of the responses of the students were very positive toward the Academy, 7% were unsure, and 7% were negative.

5. The facilities of the Street Academy are in very serious need of repair and replacement. See Appendix H for a more specific description of the inadequacies of the facilities.
6. Average cost to N.Y. City Public Schools per student was $725.00.
7. The evaluation and consultant staff of this study were agreed on the basis of records data, interviews with parents, Academy staff, administration personnel in Benjamin Franklin High School, neighborhood businessmen, and on-site observations that the program was conducted as planned in funding requests.

Recommendations

The following are the recommendations of the TLRC evaluation staff.

1. Every effort should be made to assure that Academy requests and needs for additional space in a non-business area are granted.

2. Staff salaries at the Academy seem to be very low. Consideration should be given by funding agencies to raising salaries so as to assure the retention of an experienced and competent staff.

3. For next year, the Academy needs approximately $2,500.00 for textbooks, $1,000.00 for instructional supplies, and $700.00 for travel expenses for School Neighborhood Workers. There is a very serious shortage of books and instructional materials.

4. A part time clerk should be added to the administrative staff. The evaluation staff was impressed with the amount of clerical work demanded of and accomplished by the Academy personnel. Even so, important clerical work, such as recording test information, typing letters to employers, etc., often had to be deferred for other more important reasons and lack of help.

5. The school Academy staff should continue to develop many of their materials and experiment with new ways of teaching. In particular, the evaluation staff was impressed with the changes which were being attempted in mathematics instruction. Experimentation is in order to overcome the low achievement gains of students in mathematics.

In summary, it is recommended that the Benjamin Franklin Street Academy should be expanded and continued. The Academy has demonstrated itself to be of considerable value to a large number of individuals, without which their life chances would indeed be poor. The Academy deserves to be continued.

Appendix A - Staff Interview Schedule
Appendix B - Student Questionnaire
Appendix C - Student Interview Schedule
Appendix D - Parent Interview Schedule
Appendix E - Illustrative Class Schedule
Appendix F - Counselors' Evaluation Form
Appendix G - Responses of Parents
Appendix H - Consultant Evaluations

BENJAMIN FRANKLIN STREET ACADEMY

Staff Interview Schedule

In our final evaluation report, we would like to include what you think are the major strengths and weaknesses of the Street Academy, as well as your recommendations. If you would briefly list your views this would be greatly appreciated. We will not report your name or position in the report. All information from Academy personnel will be grouped. Thank you for your cooperation.

1. Please briefly list what you think are 5 or 6 strong points about the Academy. Please be as specific as possible.

a)_____

b)_____

c)_____

d)_____

e)_____

2. Please briefly list what you think are the weakest aspects of the Academy.

a)_____

b)_____

c)_____

d)_____

e)_____

Cont'd....

BENJAMIN FRANKLIN STREET ACADEMY
(Staff Interview Schedule)

3. Please, briefly recommend what you think would help the Academy program.

a) _____

_____

_____

b) _____

_____

_____

c) _____

_____

_____

d) _____

_____

_____

e) _____

_____

_____

APPENDIX B

BENJAMIN FRANKLIN STREET ACADEMY

Student Questionnaire

T	F	?	
___	___	___	1. The longer you go to this school, the more you feel you belong.
___	___	___	2. I really feel that I am a part of this school.
___	___	___	3. I can learn a great deal at my school.
___	___	___	4. My teachers are too interested in their own success to care about the needs of the students.
___	___	___	5. My teachers are always breathing down our necks; they watch us too closely.
___	___	___	6. My teachers give us credit and praise for work well done.
___	___	___	7. The teachers are really trying to build the school and make it successful.
___	___	___	8. My teachers have always been fair in their dealings with me.
___	___	___	9. Most of the teachers and the higher-ups are friendly towards me.
___	___	___	10. My teachers really try to get the students' ideas about things.

APPENDIX C

BENJAMIN FRANKLIN STREET ACADEMY

Student Interview Schedule

1. What do you feel are the major strengths of the Street Academy?

2. What do you feel are the major weaknesses of the Street Academy?

3. Do you have any recommendations concerning this program?

APPENDIX D

BENJAMIN FRANKLIN STREET ACADEMY

Parent Interview Schedule

1. What do you feel are the major strengths of the Street Academy?

2. What do you feel are the major weaknesses of the Street Academy?

3. Do you have any recommendations concerning this program?

	Section I (116th St.)	Section II (First Ave.)	Section III (First Ave.)	Section IV (First Ave.)	Section V (116th St.)	
9:30-10:30	READING	ENGLISH	MATH	MATH	HISTORY	
10:30-11:30	MATH	HISTORY	READING	ENGLISH	ENGLISH	
11:30-12:30	MATH	READING	ENGLISH	HISTORY	MATH	TUTORING
12:30- 1:30	L	U	N	C	H	
1:30 2:00	GUIDANCE	GUIDANCE	GUIDANCE	GUIDANCE	GUIDANCE	
2:00- 3:00	ENGLISH	MATH	HISTORY	READING	WRITING	
3:00-4:00	MUSIC	PSYCHOLOGY	MUSIC	PSYCHOLOGY	SPANISH	TUTORING
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
4:00-6:00		Guidance Committee	Teachers Meeting		Staff Meeting	
Evening	GYM (Students)	GYM (Adults)	FILMS/GYM (Students)	GYM (Adults)		

APPENDIX E Illustrative Class Schedule (4th Progress Period 2/14 - 3/24/72)

APPENDIX F

COUNSELORS' EVALUATION OF STUDENT

Student _____ Progress Period _____ Date _____

Number of days in progress period _____
Number of days present _____
Number of days late _____

Rate student by putting an X in the appropriate place on scale. Add comments below.

1. Attitude Toward Street Academy Generally:

not serious		average		extremely serious
1	2	3	4	5

Comments: _____

_____

2. Attitude Towards Teachers:

very negative				very positive
1	2	3	4	5

Comments: _____

_____

3. Attitude Towards Academic Studies:

extremely negative				extremely positive
1	2	3	4	5

Comments: _____

_____

4. Peer Group Adjustment:

very poorly adjusted				very well adjusted
1	2	3	4	5

Comments: _____

_____

5. Responsibility

very irresponsible				very responsible
1	2	3	4	5

Comments: _____

(COUNSELORS' EVALUATION OF STUDENT)

6. Students' Vocational Goals:

poorly formed — well formed

1 2 3 4 5

Comments: _____

_____

7. Parents or Guardian Attitude:

negative — very supportive

1 2 3 4 5

Comments: _____

_____

Please answer the following questions.

1. Needs for supportive services (health, legal, welfare, etc.) Be specific.

2. Has student brought up any specific problems or needs?

3. Should student be given any specific test (PSAT, SAT, GED, etc.)?

4. Have any important changes (positive or negative) taken place since the last evaluation?

Appendix G

Responses of Parents

Reasons parents give for students entering Street Academy
In order of importance:

1. Urged by other peers
2. Urged by streetworkers
3. Urged by parents

Reasons parents give for students dropping out when they do

1. financial difficulties - had to work
2. emotional problems - usually related to the use of drugs
3. lack of motivation to do any kind of school work

Parents expressed feelings about their child's motivation for participation in the Street Academy

1. much higher than for regular school
2. have sustained interest in Street Academy as opposed to regular school

How parents now view students' conception of ability

1. greater self-confidence

What did parents see as the probability of their student completing the Street Academy program?

1. most felt that there was a good chance
2. only a few had doubts

Weaknesses

1. parents not able to be as active in the program as they would like to be
2. parents felt that there was too much distance between themselves and the students' involvement in the program

Ways in which students saw teachers according to parents

1. friend and not regular authority type figure
2. knowledgable about subject
3. well planned lessons
4. interested and enthusiastic about subject
5. appreciative of students' point of view
6. assignments were clear
7. made subjects interesting

* A member of the evaluation staff of TLRC and a consultant attended an open-house and talked with parents. Ten parents were also interviewed by the same consultant at another time.

Appendix H

Consultant Evaluations

Consultant A:

Physical Facilities

The Academy is located in the center of a commercially zoned district with a number of small stores (fish market, grocery store) directly adjacent to it. The Academy itself was once a store similar to those still operating in the area.

Phase I of the school is operated in a long narrow building that extends from the sidewalk to a depth of fifty feet. The office space for Phase I occupies an area that is immediately off the sidewalk. Three desks in this small space creates a terribly crowded situation which is further aggravated by the student traffic pattern. All students must enter through this area which contributes to a "grand central station" effect. As well, at any given time, one may find three to five workers in the office attempting to meet the demands of a half dozen students and two constantly ringing phones. However, in spite of the confusion, the workers seem poised. They are apparently accustomed to dealing with unforeseen situations.

The classrooms in Phase I are small areas divided by very thin, movable partitions. The partitions are approximately six feet in height and very ineffective against the noise level. All class activities can be heard from any spot in the building. In addition, the ceiling is quite high which further distorts the acoustics in the building. Both students and teachers must concentrate very hard on their activities in order not to be distracted.

Phase II of the school program is literally housed in a single room store front. Its entire operation is carried out in a space that is approximately 30' X 30'. Classroom activities are divided by a small chalkboard.

The general over-all maintenance of the facility is poor. In Phase I there are several classrooms with blistered paint on both the walls and the ceilings. In one room, there is a severe leak in the roof which has apparently been there quite some time as evidenced by large water stains. The Phase II classroom has bare, unpainted concrete walls and a blistered ceiling with cracked plaster. Lighting in the room is poor and inadequate. In short, the facility is crowded, inadequate and in no way conducive to a positive learning environment.

Classroom Activity and Teaching Staff

In Phase I, I visited an English class and observed the entire session. The teacher was very competent in subject matter and showed a great deal of understanding of her students. The subject matter was geared to the level of the students and appeared to be relevant to their needs. The lesson that I observed was on communication. The teacher had prepared for the lesson and presented the material in a

manner that considered the motivational level of the students. The students were given examples of "good" and "poor" forms of communication. The teacher was very careful in her presentation and did not proceed until each student understood the objectives of the lesson. The following forms of communication were demonstrated: sign language, verbal communication, eye contact, and body language.

The teaching style was excellent. She presented the material verbally, visually, and by demonstration. The lesson was culminated by a game in which the value of good and accurate communication was acted out by the students. The students thoroughly enjoyed the class which was demonstrated by a high level of interest and participation.

Every student participated in the class activities. The students were obviously at different levels of academic development. However, each participated at his or her own level of understanding and development.

Phase II is an extension of Phase I and is designed to handle those students who are on the extreme ends of the academic continuum. The students with the lowest and highest academic performance attend Phase II. The second phase of the program is not progressive in that the students do not move from one phase to the other as a function of academic progress. Many students begin in Phase II.

The staff in this phase of the program continues to be well qualified and extremely dedicated to the task of working with "hard to reach youth".

At times, instructional activity appeared chaotic and unorganized. Eighteen students and three staff members occupied the very small classroom. Two subjects and a small tutorial group were being conducted at the same time. All of the students appeared to be involved with the exception of two who appeared to be totally disinterested in the activities. An instructor later explained that these students had completed their work.

A closer examination of the acivities revealed a high degree of involvement of students and instructors.

My attention was specifically directed to an advanced math lesson with a small group of obviously bright students. The instructor was thorough in his presentation, and possessed exceptional knowledge of the subject. The students were grossly involved in the lesson. I was particularly impressed in that the students were not engaging in rote exercises. Instead, they were excercising thought and judgement in a manner that causes an educator to be proud of the profession of education. A feeling of reward and fulfillment was also observed in the teacher.

The quality of the academic program is excellent. All of the teachers are certified in their subject matter field, and were comfortable in their knowledge of the material. Academic credit should undoubtedly be granted to those students who complete the prescribed course of study at the Academy. The instructors are very sensitive to the emotional and psychological needs of the students, but they are not deterred from aiding the students in accomplishing academic excellence.

Administration

The director of the project is an efficient, well informed administrator. His knowledge of the staff, students and program is impressive.

The program administrative assistant provides the director with superior support and assistance in program management.

Summary

The physical facilities of the Street Academy are definitely inadequate for efficient and effective program operation.

The instructional staff are well qualified teachers with great dedication and skill in working with "hard-to-reach" students.

Administration of the program is sound, efficient and effective.

The Street Academy is providing very capable instruction for students who might not otherwise be in school and, therefore, represent a severe loss to the community and to society.

Consultant B:

Positive Aspects of the Program

1. The Benjamin Franklin Street Academy is definitely attempting to provide a meaningful educational experience for students in the New York school system.

2. The staff at the Academy fostered an image of complete dedication to educating the students being served by the program.

3. The investigator was impressed with the quality of instruction at the Academy. There was evidence of individualized and group instruction being utilized in the program. The staff utilized the concept of individualizing instruction only when it seemed to best serve the students. This is important since the type of instruction should be dictated by its effectiveness with students.

4. One of the most significant aspects of the program is that credit for courses taken at the Academy are honored by Benjamin Franklin High School. This legitimizes the program and honors the quality of instruction that the staff is providing at the Academy.

5. There is good communication between the Benjamin Franklin High School and the Academy.

In summary, there is meaningful instruction at the Academy. There is a dedicated staff at the Academy committed to students' educational welfare.

Major Weaknesses of the Program

1. It is rather unfortunate that a program such as the Benjamin Franklin Street Academy has to be housed in the inferior and deplorable facility in which it operates. Money should be secured to provide a better physical facility for the program. The noise factor impedes the academic process. The absence of floor to wall ceilings, lack of carpeting, the lack of adequate space, etc., contributes to the problem. In summary, the investigator wishes to express the apparent need for a more adequate facility for such an important program. Even though the Academy seems to be doing a fine job, one has to wonder what impact the program would have on the students and staff if they were housed in a more suitable facility.

2. The investigator was not able to find job descriptions for those staff members providing supportive services (other than teaching).

3. The staff seemed to foster some frustrations due to the inadequate facilities and a feeling that financial support is "shaky".

Recommendations

1. Continue to maintain the quality of staff and the quality of instruction that was evident at the Academy.

2. Continue to give credit for courses taken at the Academy.

3. This investigator strongly recommends a more adequate facility be secured for this program. A depreciation of the quality of the Academy's activities may occur if the facility is not improved.

4. There is a need for the development of a job placement component for students at the Academy. Realistically speaking, all of the students from the Academy will not go on to college. Therefore, the development of a job placement component might improve student morale since they also realize that all of them will not be continuing on past a high school education. It is recognized, however, that staff members have individually worked very hard to help students and ex-students of the Academy to find suitable employment.

5. There may be a need to develop a vocational education and/or a career development component of the curriculum. The writer realizes that many of these programs cannot be instituted due to the restrictions of the physical facility.

6. There is a need to investigate the possibility of providing free transportation to students living great distances from school.